

TEACHING VOCABULARY THROUGH PICTIONARY GAME TO FIRST GRADE STUDENTS OF SMP AL-KAUTSAR

Shirtha El Rusyda, Ujang Suparman, Sudirman

shirtha.el.rusyda@gmail.com

ABSTRACT

Tujuan penelitian ini adalah (1) menganalisis prestasi kosakata siswa setelah diajarkan melalui permainan *pictionary*, dan (2) mendeskripsikan proses pelaksanaan permainan *pictionary* dalam pengajaran kosakata. Data didapat melalui tes kosakata dan lembar observasi, dan diolah menggunakan *Repeated Measures t-test*. Hasil analisis data menunjukkan bahwa nilai rata-rata *pretest* adalah 65.15, dan nilai rata-rata *posttest* adalah 89.15. Kenaikan antara *pretest* dan *posttest* adalah 24. Siswa memperoleh kenaikan lebih besar pada *noun* daripada *verb* ($25.7 > 21.5$). *t-value* lebih besar daripada *t-table* ($7.199 > 2.056$). Ini berarti setelah penerapan permainan *pictionary*, ada perbedaan dan kenaikan prestasi kosakata siswa yang signifikan. Data observasi menunjukkan bahwa permainan *pictionary* membuat siswa menikmati proses belajar. Motivasi siswa bertambah; mereka bisa menjadi pemecah masalah, pelajar yang aktif dan independen; mereka bisa berguru dan belajar dari sesama teman, dan menciptakan interaksi yang baik dengan teman mereka.

The purposes of the research were: (1) analyzing students' vocabulary achievement after being taught by using Pictionary Game, and (2) describing the process of the implementation of Pictionary Game in teaching vocabulary. The data were collected by using vocabulary test and observation sheet, and were computed by using *Repeated Measures t-test*. The results showed that the mean score of the pretest was 65.15, and the mean score of the posttest was 89.15. The increase from pretest to posttest was 24 points. The students got higher increase in noun than verb ($25.7 > 21.5$). The *t-value* was higher than *t-table* ($7.199 > 2.056$). It means that after the implementation of Pictionary Game, there was a significant difference and increase of students' vocabulary achievement. The observation-based data showed that Pictionary Game made the students enjoyed the learning process. The students' motivation was boosted; they could be problem-solvers, active and independent learners; they could teach and learn from each other, and form a good interaction with their friends.

Keywords: game, pictionary, vocabulary.

INTRODUCTION

Vocabulary is an important aspect of language in which the students should learn and have in order to master a foreign language. By having a great amount of English vocabulary, it might be easier for the students to be able to speak, to read, to write, and to listen to the words which are related to the target language.

Based on the pre-observation, it was found that the classroom activity was mostly teacher-centered. The teacher explained the learning material to the students. Moreover, in reviewing new words which had been found, the teacher ordered the students to make a note. However, some students did not exactly do what the teacher had instructed. The teacher faced a difficulty to attract whole students in recalling English vocabulary. Less interactive classroom and the use of conventional teaching technique only make the students become uninterested in becoming active participants in learning process. At last, it may become the biggest obstacle for the students' to learn English vocabulary. The teacher also faced a difficulty to know whether the students have fully understood the vocabulary or not because of their passiveness during the teaching learning process.

In line with the facts, the researcher assumes that there should be a fun activity which is held to omit students' passiveness in the classroom and help them in memorizing, maintaining, and understanding the vocabulary which they have learnt.

The researcher used Pictionary Game because it can be implemented to make the students interested in learning English vocabulary. Pictionary Game allows the students to be active in recalling English vocabulary by describing the vocabulary through their own drawings.

Lessard-Clouston (2013:2) defines vocabulary as the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do. It means vocabulary is not limited only for single words, but also phrases which contain more than two or more words. Wilkins as quoted by Thornbury (2002:13) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. This idea shows us how vocabulary has such a vital role in the process of learning a new language.

In teaching vocabulary, it is really important to make the students become interested in learning vocabulary. Graves (2000) in Diamond and Gutlohn (2006) states that if we can get students interested in playing with words and language, then we are at least halfway to the goal of creating the sort of word-conscious students who will make words a lifetime interest. This means that it is very important for the teacher to make the students eager in learning new vocabularies by using enjoyable teaching technique.

Simpson (2011) states that teacher should be encouraged to use games to help practice new language in the classroom. He also states that games can indeed teach, they offer a way to practice new structures and add genuine enjoyment to a lesson. In addition, Shaposhvili (2002:36-37) states that games can be important

and enjoyable ways of practicing vocabulary for learners. This means that using games in the teaching learning process, especially in teaching English vocabulary, will help the students learn English vocabulary in a less stress way.

Pictionary Game is a guessing word game invented by Robert Angel with graphic design by Gary Everson and first published in 1985 by Angel Games Inc. (Ravulur, 1997). In playing Pictionary Game, the students have to make their own pictures or drawings based on the English vocabulary which is shown on card. According to Hinebaugh (2009:188-193), Pictionary Game can be used as excellent teaching tool for developing communication and creative thinking skills; it is suited to reinforce ideas in other subject matters for those students who are visual learners; it can develop and reinforce any number of facts, figures, or concepts; Pictionary rules will focus the development of creativity and corollary thinking. Players not only must be creative but also must choose sketches that will effectively communicate the association to the rest of their team; and it is well suited for developing specific grammar and vocabulary skills.

Therefore, the purposes of this research are (1) analyzing students' vocabulary achievement after being taught by using Pictionary Game, (2) describing the process of the implementation of Pictionary Game in teaching vocabulary.

METHOD

This study was qualitative quantitative research. It used *one group pretest-posttest design*. The design of this research is T1 X T2. The population of this research was all seventh grade students of SMP Al-Kautsar Bandar Lampung in

the second semester of 2013/2014 academic year. This research was conducted through several procedures: (1) determining the research problems, (2) preparing the instrument for collecting the data, (3) determining the class for the sample, (4) administering tryout test, (5) administering the pretest, (6) conducting the treatment, (7) administering the posttest, (8) analyzing the data, and (9) reporting the result of data analysis.

The researcher administered the tryout test to find out the validity, the reliability, the level of difficulty, and the discrimination power of the test. The tryout test consisted of 30 multiple choice items. The pretest and posttest consisted of 15 multiple choice items with four alternative answers (A, B, C, and D). In this research, Arikunto's formula was used to score the students' test result. The scoring system of the test is:

$$S = \frac{R}{N} 100$$

With the note that **S** is the score of the test, **R** is the total of the right answer, and **N** is the total items (Arikunto, 1997: 212).

Furthermore, the researcher and the English teacher also used observation sheet to observe the teaching learning process. The researcher took part as a participant observer because she also taught the students during the research.

RESULTS AND DISCUSSION

Results

There were two research questions in this research: (1) the students' vocabulary achievement after being taught through Pictionary Game, and (2) the process of

the implementation of Pictionary Game. Thus, there were two results.

This section answers the first research question. After analyzing the data through *Repeated Measures t-test* in SPSS 17.0 for Windows, it was found that the mean score of pretest was 65.15, and the mean score of posttest was 89.15. The result of hypothesis testing showed that the significance was 0.00. Based on the result, it can be stated that students' vocabulary achievement have significant difference after they were taught through Pictionary Game because the $p = 0.00$ was lower than 0.05 ($p < 0.05$). The result of data analysis can be seen below:

Table 1. The Increase of Students' Vocabulary Achievement

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre	65.1538	26	20.54399	4.02901
	post	89.1538	26	10.44104	2.04766

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	post - pre	24.00000	16.99882	3.33374	17.13403	30.86597	7.199	25	.000

Table 1 above shows that the t-value was 7.199, in which the data significant based on the t-table was at least 2.056. Thus, it can be believed that the t-value was higher than the t-table ($7.199 > 2.056$). In this case, it can be argued that the students' vocabulary achievement significantly increased after the implementation of Pictionary Game in teaching vocabulary.

Furthermore, the researcher also found that between noun and verb, the students could answer questions about noun better than verb. After analyzing each

student's gain of noun and verb from pretest and posttest, it was found that the increase of noun was 27.5 points. Meanwhile, the increase of verb was 21.5 points. In this case, the students got higher increase in noun than verb.

Next, this paragraph answers second research question. There were six main processes of the implementation of Pictionary Game. The first process was telling the students that they were going to play Pictionary Game. During the treatment, based on the teacher's observation, the students were enthusiastic when they were told that they would play Pictionary Game. The second process was explaining the rules and the instruction of Pictionary Game. When the teacher explained the instruction and the rules of Pictionary Game, most of them were paying attention to the explanation because it would be the first time they were going to play Pictionary Game. However, the teacher intentionally did not explain all instruction or rules first. She tried to bait the students to be more active by asking *"Do you have any question so far?"* At first, there was not one single student who asked the question, but when the teacher said *"Are you sure? Then, should we play the game now?"* some students started to rise their hand to ask some questions or confirmation about the game, such as *"How many teams will play?"*, *"How much time do we have to draw?"*, *"Can't we choose the team by ourselves?"*, *"What vocabulary do we have to draw?"*

The third process was dividing the students into teams. When it was the time for the teacher to divide the students into teams, the students followed the teachers' instruction well. The students did not protest with the team that was coupled with them. Furthermore, the students were also well-regulated and had a well-

mannered. After they met their couple team, the students sat down and waited for another instruction from the teacher.

However, during the fourth process, asking each group to choose an artist, the classroom started to become noisy. Based on the researcher's observation, she discovered that some students refused to be the first artist and shouted to their friends that they did not want to become the first artist. In order to calm this situation down, the teacher decided to tell the students that the sequence was not important because in the end all of them would become an artist too and that was why they did not have to be afraid.

The fifth process was showing the word on a card to the artist. When the teacher showed the vocabulary to the artists, most of the students were ready to play the game. Meanwhile, the researcher discovered various reactions from the artists when they saw the vocabulary that they had to draw. When the artist knew the meaning of the word immediately, they gave reactions such as nodding, smiling, "YES!", and "I know, miss. I know." However, when the students forgot the meaning of the word, they gave reactions such as "Huh?", "Aduh (students' shock reaction), what was it?", and "Aduh (students' shock reaction), I forget it. Wait a minute, miss." At this rate, Pictionary Game had become a challenging game for them who forgot the word. These students were trying hard to remember the word for the sake of their team. Thus, the teacher gave a little time to the artist to remember the word.

The last process was the artist drew the word. When the artists were drawing, their teammate had to find out what word that was drawn by their artists to gain scores.

They had a time to guess the word with their team and they had to work cooperatively, thus they could answer the word correctly. The researcher also found that when the artists forgot the word and could not draw it, they were asked by their teammates after they finished their turn. For example, when the artist forgot the word *tie*, their teammates would ask “*What word did you get?*” “*Tie.*” “*Tie? Tie is the word with ‘ikat’ as its meaning loh.*”

Discussion

After the implementation of Pictionary Game, the students got better scores in the test. The students mean score of pretest was 65.15 points, and the students’ mean score of posttest was 89.15 points. The students could have higher vocabulary achievement after the treatment. This statement is supported by Huyen and Nga (2008) who state that teaching vocabulary by using game is effective and can improve the students’ vocabulary achievement. It is also supported by Hinebaugh (2009:188-193) who states that Pictionary Game is well suited for developing specific grammar and vocabulary skills.

Furthermore, between the increase of noun and verb, the increase of noun was higher than verb. The increase of noun was 27.5 point; meanwhile the increase of verb was 21.5 points. It means that verbs are more complex to be learned by the students than nouns. This statement is supported by Gentner (1981) in Gentner and Boroditsky (2001: 243) who states that verbs are harder to remember, both in recognition and in recall; more mutable in meaning under semantic strain; less prone to be borrowed in language contact; and less stable in translation between languages than nouns.

In every treatment, when the researcher finished discussing the material with the students, she told them that they would play Pictionary Game to review the vocabulary that they have learnt beforehand. According to Kim (1995), games are a welcome break from the usual routine of the language class. Thus, when the students heard the mention of Pictionary Game, they suddenly became attracted. They looked eager and anticipated what kind of game they were about to play.

When the game started, the artists and their teammates got different roles. The artists' role was as the deliverer of the vocabulary. In order to deliver the vocabulary well, the artists should remember the words that they had learnt and drew it creatively yet distinctly thus their teammates understood the word they were going to inform. It is supported by Hinebaugh (2009:188-193) who states that players are not only must be creative but also must choose sketches that will effectively communicate the association to the rest of their team. During the process of the implementation of Pictionary Game, the artists worked individually to inform the word through their drawings to their team. Thus, the students who got the chance as the artist could also learn how to work independently.

On the other hand, the artists' teammates faced a job as the problem-solvers during the game. They had to find out what word that was drawn by their artists to gain scores. When the artists were drawing, they had a time to guess the word with their team and they had to work cooperatively, thus they could answer the word correctly. This time, the implementation of Pictionary Game helped the students to build up communication skill among their teammates. It is supported

by Hinebaugh (2009:188-193) who states that Pictionary Game can be used as excellent teaching tool for developing communication and creative thinking skills.

Additionally, the researcher found that when the artists forgot the word and could not draw it, they were asked by their teammates after they finished their turn. At this rate, the artist and their teammates unintentionally got the chance to learn and to know the word together without feeling any force from the teacher. This statement is supported by Azar (2012:253) who states that games can make the students to be more focus in learning, because they do not feel that they are forced to learn. Additionally, the teammates also became the motivator for the artist to memorize and understand the meaning of the word.

CONCLUSIONS

Based on the research findings and discussion, the conclusions can be drawn as follows: (1) there is a significant difference of the students' vocabulary achievement after the implementation of Pictionary Game, (2) the process of learning vocabulary by using Pictionary Game can be an enjoyable activity for the students. It does not only boost students' motivation to memorize and understand the meaning of vocabulary but also influences them to be the problem-solvers, to be active and independent learners, and helps them to be creative thinking learners. Furthermore, the students can also teach and learn from each other, and form good interaction with their friends.

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